



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

### BRISCOE MIDDLE SCHOOL

2017-2018

#### OUR MISSION

The Briscoe community values and provides a safe, challenging and collaborative learning environment for all students.

## **BRISCOE MS**

### **Needs Assessment 2017-2018**

#### **Process**

In the textbox below document the process you followed when completing the needs assessment.

---

September – May Monthly Monday coordinator pulse checks allowed for adjustments and tuning to needs on campus.

January 9, 2017

The Administration met at their weekly meeting time and discussed Academic Performance and Quality data Success Factors, specifically failure rates and intervention program that were currently working or needed adjustments. During the regular monthly meeting of the BLT, the committee analyzed CDB data and common assessment test scores for academic performance and growth.

January 27, 2017

During staff development early release, we reviewed our current state of SIP. We discussed how well we were doing as a campus on meeting any progress on goals and activities created. Building context to reflect on the current SIP helped the staff understand the following questions:

Why do we need a School Improvement Plan?

How does the current plan and progress measures reflect the data and data analysis we originally created?

How does the plan support student achievement?

How do we select appropriate strategies and activities to accomplish the goals in the plan?

How does the plan address the student needs identified in your data?

What supports and training are still needed to fully implement the plan? What monitoring systems need to be in place or are successfully working?

February 7, 2016

The BLT met at their monthly meeting and each department was given a Critical Success Factor and data from the Needs Assessment review from our current SIP. They were charged with reviewing the data in their meetings and reporting back again at the next staff development to provide an overview in the gallery walk.

February 20

Expectation committee presented feedback provided from meeting which included teacher input. Needs assessment Identify a concern or problems or needs to be addressed in SIP

March 3

Admin shared SIP progress measures with staff. We conducted an alternative SWOT analysis by examining the current goals, activities and the progress measures for each to see what are continued needs were on campus and areas for continuous improvement. SIP stations were at tables in order to conduct a gallery walk for all staff. Questions were predetermined from the guiding questions where staff could comment, agree or question.

April 17th

Coordinator pulse check. Discussed the SIP and how the goals affected their department.

April 25, 2016

Group of staff went over findings and generated additional priority needs and restructured activities to meet the goals.

May 5, 2017

End-of-year survey - Staff Development for staff included an evaluation that would help compile additional information for the SIP.

## Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization's priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

<b>CSF 1: Academic Performance</b>	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input checked="" type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	<p>Specialized advisory and intervention groups are not specific, timely and targeted for student academic growth and accountability. Special education students continue to perform lower than peers in six weeks grades and final STAAR scores compared to other groups.</p> <p>ELL students (7) failed the first six weeks. Teams of 4 teachers in 6-8 grade attend SIOP 2-day training from Region XX.</p> <p>The overall percentage of Masters for regular student in math increase from 3% to 8% in 8th grade.</p> <p>There continues to be a gap between SE, ELL and General Ed. students based on grades, CDB and STAAR data even though we are observing small positive growth.</p> <p>Our student attendance dropped lower than teacher attendance. Students with excessive absences were consistently on the failure list, were not successful on STAAR and did not participate in extra curricular activities.</p>

**CSF 2: Use of Quality Data to Drive Instruction**

Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

 Student attendance Discipline Grades CDBs Common Assessments Other

Findings	<p>A total of an additional 87 schedules were changed or adjusted for student interventions between September 2016 to May 2017.</p> <p>Consistent math interventions were most evident in a solid academic support proving student success in one-on-one tutoring during the school day and small group in math SCE. Intervention system for math resulted in an overall 94% passing for 8th grade.</p> <p>Writing interventions were built during the school day with all 7th grade ELAR teachers taking ownership of instruction. Students were selected and pull daily for 8 weeks prior to testing.</p> <p>Reading interventions were not systematic throughout the year. SCE reading impacted approximately 55 students (half showed improvement or increased their reading level).</p>
----------	--

**CSF 3: Leadership Effectiveness**

Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.

 Distribution of leadership and responsibilities Decision making structures on the campus Teacher input Campus goals Monitoring of teacher performance; feedback to staff Communication Master schedule Teacher and parent surveys

<input type="checkbox"/> Other	
Findings	<p>Teachers continue to request having a stronger and visible presence/voice on campus concerns. Teachers want consistency, enforcement and accountability to provide a safe and productive learning environment for students.</p> <p>Shared vision Clear communication, clarity of message and context around information.</p> <p>Scheduled meetings with a variety of staff members to include all stakeholders.</p> <p>Embedded support to be an effective and productive teacher. Master schedule needs to support SIP goals.</p> <p>Opportunities for feedback, refinement and adjustments to do what is best for students.</p>

<b>CSF 4: Increased Learning Time</b>	
<p>Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.</p>	
<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	
<input checked="" type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	<p>Interventions early and often helped all students and teachers stay focused.</p> <p>Students were scheduled into intervention programs for SCE reading and math.</p> <p>Specialized math tutoring resulted in most growth and impact on student achievement this year. Writing interventions were customized during the school day which empowered the students as well as the teacher investment.</p> <p>Customizing schedules allowed for students to take elective choices and higher level pre-ap or high school credit classes.</p> <p>Academic coaching (tutoring) was scheduled and updated each six weeks for am and pm sessions throughout the year for reteach, retest and redo.</p>

<b>CSF 5: Family/Community Engagement</b>	
<p>Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.</p>	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	

<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	<p>Parent connection not at 100% and low in comparison to students needing the additional monitoring from home.</p> <p>Girls Stem Field outreach GT - Showcase GT - Adopt Assisted living as their service project for the year.</p> <p>Continue to grow Veterans' Day Celebration. Need more community involved to support such a large endeavor.</p> <p>SS Around The World - first event showcasing history research projects 6th grade. Department want to add 7th grade class next year.</p> <p>Briscoe Carnival</p> <p>Field Day</p>

<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input checked="" type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	<p>Professional and student expectation committee met regularly and made strides in moving campus to higher morale, positive professional relationships and trust building. Information is shared with faculty from a teacher stand point.</p> <p>Discipline infractions increased in areas that can be limited.</p> <p>Attendance committee help call parents. Approximately 30 students had excessive absences.</p>

<b>CSF 7: Teacher Quality</b>	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	
<input checked="" type="checkbox"/> Teacher attendance	
<input type="checkbox"/> Teacher experience and years on campus	

<input type="checkbox"/> Class size
<input type="checkbox"/> Staff retention rates
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
<input type="checkbox"/> Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration
<input checked="" type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other
Findings
Teacher attendance increased impacting student learning.
Grade level PLCs will reflect on best practice and collaborate on student learning versus just teaching.
Spanish program needs to be stronger for high school credit. Program needs to grow, be consistent and be accountable to our students/parents/feeder school.

**Priority Needs**

Based on the needs assessment, the following are campus priority needs:

Priority Need 1

There is a lack of systemic procedures and expectations for students and staff.
CSF 3 Leadership Effectiveness CSF 6 School Climate

Priority Need 2

While scores are overall proficient there is a lack of students who score Masters on STAAR when compared to schools with similar economically disadvantaged students.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 7 Teacher Quality

Priority Need 3

Briscoe student attendance dropped 2% this year, ranking our campus 4th in the district.
CSF 1 Academic Performance CSF 3 Leadership Effectiveness

Priority Need 4

Special education and ELL students are not showing growth on STAAR met approaches as a group.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time CSF 7 Teacher Quality



**Campus: BRISCOE MS**

**School Improvement Plan Signatures**

**School Advisory Team approves the full campus improvement plan.**

**Date of SAT Meeting: 06/09/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Christina Rather	
Parent Community Representative	Sheila Christman	
Staff Representative	John Cedio	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Christina Rather	Principal
Dora McKenzie	Administrator
Kasey Navin	Staff Member
John Cedio	Staff Member
Jolanda Bowie	Staff Member
Sheila Christman	Parent
Briana Latsha	Parent
Toni Rocha	Parent
Gina Stein	Community Member
Shelly Proctor	Business Representative

**CAMPUS: BRISCOE MS**

**CAMPUS STAFF DEVELOPMENT PLAN 2017-2018**

**FOR CERTIFICATION PURPOSES:** Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

**INSTRUCTIONS:** In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

**Staff Development to be Offered**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017	08/22/2017	Convocation, Section 504, CMS, Google Sites & Grade Level Grading policy and procedures	Instruction				6
08/22/2017	08/23/2017	Teacher Access Center, Professional expectation committees, Multi-Hazard Plan, Cybersecurity	Technology				3
08/23/2017	08/24/2017	PLC Foundations, Educators Guide to High Risk Behavior, Nurse - Bloodborne Pathogens, TTESS Refresher	Collaboration				6
10/09/2017	10/09/2017	Assessment - Using common formative assessment to increase student learning	Assessment		ALL		3
11/20/2017	11/20/2017	Teacher Choice	Curriculum				
11/21/2017	11/21/2017	Teacher Choice	Curriculum				

02/19/2018	02/19/2018	Targeted interventions and learning outcomes for student achievement.	Instruction		ALL		3
------------	------------	---	-------------	--	-----	--	---

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 6-8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	89%	60%	90%	74%	79%	87%	59%	30%	90%
African-American	86%	48%	88%	66%	74%	84%	48%	23%	86%
Hispanic	87%	56%	88%	69%	77%	85%	54%	24%	87%
White	92%	69%	94%	85%	87%	93%	69%	44%	94%
Economically Disadvantaged	79%	45%	80%	66%	71%	78%	39%	18%	80%
Special Education	43%	19%	70%	36%	43%	47%	21%	11%	65%
At-Risk	71%	25%	70%	56%	62%	66%	23%	7%	70%
Limited English Proficient	52%	10%	65%	44%	42%	31%	19%	3%	65%
Asian	85%	56%	88%	91%	81%	81%	66%	31%	85%
American Indian	50%	50%	100%	74%	77%	100%	0%	0%	100%
Hawaiian Pacific Islander	100%	40%	90%	76%	81%	100%	75%	25%	100%
Two or More	93%	73%	95%	83%	89%	87%	70%	39%	90%

WRITING (7)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	80%	44%	82%	68%	70%	86%	55%	26%	88%
African-American	82%	32%	82%	58%	65%	91%	55%	28%	92%
Hispanic	78%	44%	80%	63%	67%	85%	49%	20%	87%
White	83%	46%	85%	79%	81%	85%	62%	34%	87%
Economically Disadvantaged	68%	38%	70%	59%	59%	71%	34%	15%	75%

Special Education	35%	10%	65%	27%	31%	48%	24%	14%	65%
At-Risk	53%	11%	65%	46%	47%	61%	18%	5%	70%
Limited English Proficient	33%	11%	65%	38%	31%	33%	17%	0%	65%
Asian	100%	33%	100%	89%	79%	83%	42%	17%	85%
American Indian	0%	0%	N/A	65%	57%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	100%	100%	100%	71%	75%	100%	100%	0%	100%
Two or More	83%	61%	85%	76%	82%	86%	86%	33%	88%

**MATHEMATICS (Grades 6-8)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	88%	55%	90%	76%	77%	89%	58%	28%	90%
African-American	89%	52%	90%	65%	70%	91%	49%	24%	93%
Hispanic	86%	48%	88%	72%	75%	88%	53%	22%	90%
White	91%	64%	90%	85%	86%	91%	69%	39%	93%
Economically Disadvantaged	78%	41%	80%	69%	68%	75%	39%	17%	77%
Special Education	54%	15%	65%	44%	47%	54%	22%	12%	65%
At-Risk	70%	21%	65%	61%	62%	76%	24%	7%	78%
Limited English Proficient	45%	24%	65%	58%	54%	52%	26%	10%	65%
Asian	83%	54%	85%	94%	85%	89%	64%	32%	90%
American Indian	100%	50%	100%	75%	77%	0%	0%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	78%	83%	100%	100%	50%	100%
Two or More	93%	76%	95%	82%	85%	87%	60%	34%	89%

**ALGEBRA I EOC**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	

All Students	100%	95%	100%	82%	99%	100%	90%	66%	100%
--------------	------	-----	------	-----	-----	------	-----	-----	------

**SCIENCE (Grade 8)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	86%	53%	88%	74%	76%	82%	52%	21%	85%
African-American	86%	58%	88%	63%	68%	79%	42%	9%	81%
Hispanic	81%	45%	83%	69%	72%	78%	42%	16%	80%
White	93%	59%	94%	86%	88%	90%	68%	28%	90%
Economically Disadvantaged	79%	41%	80%	66%	66%	63%	34%	10%	65%
Special Education	64%	9%	70%	38%	44%	54%	14%	11%	65%
At-Risk	69%	17%	70%	56%	57%	59%	16%	2%	65%
Limited English Proficient	50%	0%	65%	44%	36%	50%	13%	0%	65%
Asian	67%	33%	70%	92%	84%	90%	80%	40%	90%
American Indian	100%	100%	100%	73%	86%	100%	0%	0%	100%
Hawaiian Pacific Islander	100%	67%	100%	75%	84%	100%	100%	100%	100%
Two or More	93%	71%	95%	83%	87%	83%	67%	38%	85%

**SOCIAL STUDIES (Grade 8)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	74%	34%	82%	62%	63%	73%	34%	17%	75%
African-American	81%	36%	82%	50%	55%	66%	22%	16%	70%
Hispanic	65%	25%	70%	55%	58%	66%	25%	8%	70%
White	80%	44%	85%	75%	80%	87%	49%	28%	89%
Economically Disadvantaged	69%	25%	72%	51%	51%	54%	17%	8%	65%
Special Education	45%	9%	70%	30%	33%	33%	11%	7%	65%

At-Risk	43%	2%	70%	40%	40%	42%	5%	1%	65%
Limited English Proficient	25%	0%	50%	29%	22%	38%	13%	0%	65%
Asian	50%	33%	70%	87%	76%	80%	50%	30%	82%
American Indian	100%	0%	100%	61%	57%	0%	0%	0%	100%
Hawaiian Pacific Islander	100%	67%	100%	63%	84%	100%	50%	50%	100%
Two or More	89%	46%	90%	72%	80%	79%	54%	33%	81%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.7%	97%
African-American	95.4%	95.8%	97.5%	98%
Hispanic	95.6%	95%	96.3%	97%
White	96%	95.8%	96.9%	98%
Economically Disadvantaged	95.4%	94.4%	95.9%	96%
Special Education	94.5%	93.9%	95.2%	95%
Limited English Proficient	96.4%	95.8%	96.8%	97%
Asian	97.8%	96.8%	97.5%	98%
American Indian	95.3%	95.2%	97.9%	98%
Hawaiian Pacific Islander	95.5%	96.1%	96.1%	96%
Two or More	95.9%	96%	96.9%	97%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.05%	0.1%	0.1%

## DROP OUT RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	0.4%	0.1%	0%	0%

African-American	0.6%	0%	0%	0%
Hispanic	0.4%	0.1%	0%	0%
White	0.2%	0.1%	0%	0%
Economically Disadvantaged	0.4%	0.2%	0%	0%
Special Education	0.4%	0.4%	0%	0%
Limited English Proficient	0.6%	0.1%	0%	0%
Asian	0.2%	0%	0%	0%
American Indian	0.5%	0%	0%	0%
Hawaiian Pacific Islander	0.4%	0%	0%	0%
Two or More	0.3%	0.4%	0%	0%

**PSAT**

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
PSAT Total Score Mean	790	813	830
PSAT Reading/Writing Section Mean	396	404	415
PSAT Math Section Mean	395	409	420



## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : There is a lack of systemic procedures and expectations for students and staff.

Goal : Briscoe will design an active committee of staff members to collaborate on a regular schedule, focusing on student/professional expectations, in order to address systematic procedures and expectations for students and staff.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	<p>August 2017-June 2018</p> <p>Student Expectation Committee dates</p> <p>11/14</p> <p>12/12</p> <p>1/23</p> <p>2/13</p> <p>3/6</p> <p>4/3</p> <p>5/8</p> <p>Professional</p> <p>8/15</p> <p>10/3</p> <p>11/28</p> <p>1/16/18</p> <p>2/6/2018</p> <p>3/28/2018</p>

November Progress Check	<p>As a member of these committees, members will gather ideas from colleagues, analyze data, and evaluate school-wide procedures to help refine and improve the experiences for our Briscoe Family. These committees meet about once a month before or after school.</p> <p>Meeting dates before school started:  Student Expectations - August 15th 9:00am  Professional Expectations - August 15th 10:30am</p> <p>The student committee gathers input and refines school wide behavioral and academic procedures for students. Examples of projects completed include school-wide restroom passes, morning area procedures for students, tardy policy, academic dishonesty policy and rewards.</p> <p>The professional committee provides clarity regarding professional expectations include implementing a professional dress code, norms, hallway behavior, and student interactions in the hallway.</p>
March Progress Check	<p>Professional expectation committee presented information for the second semester on February 19th staff development. Mrs. Padron and Mr. Cedio led a "Star Wars" presentation to engage the entire staff on current issues, items that need clarity and directives for staff consistency to support the overall healthy culture of the school.</p> <p>New teachers to the campus were invited to attend to provide feedback of what still are unsure of at a new campus.</p> <p>Bathroom passes, lockers, backpacks and plans for access to portables for next year will be discussion of topic.  Committee will decide on what to focus on to increase student positive behaviors as a system for the following year.</p>
June Progress Check	<p>Professional Expectations Committee met May 30, 2018 for end of year review 2017-2018 and recommendations for the 2018-2019.</p> <p>Student Expectations Committee May 23, 2018 for end of year review 2017-2018 and recommendations for the 2018-2019. Both committees have be instrumental on implementation and refection on professional practices that successfully impact student learning and behaviors. Staff are the problem solvers and solutions makers. This has made a difference on our campus climate and promoted a professional and congenial morale.</p> <p>Faculty Meeting held May 21st - PBIS approved with an 81% vote to begin implementation in the common areas 2018-2019 school year. Teachers will begin training in August 2019.</p>

Activity 1

Activity	A student and teacher expectations committee will be established to meet to address areas of improvement needed on campus. The feedback provided will guide the agenda for effective monthly meetings. Roles/responsibilities will be established within the group. One administrator will be present at each meeting. Teachers selected/volunteer will facilitate meeting. Briscoe discipline plan, academic integrity policy and a plan for common areas will be created, agreed upon and executed for the year.
Person Responsible	Juan Benavidez Erin McKinney
Monitoring Measures	Schedule of meetings on calendar Agenda for each meeting Outcomes Committee presentations Teacher feedback first semester and second semester survey Monitor or data/evidence and type of discipline referrals
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

## Activity 2

Activity	Send survey to staff regarding the perception of school routines/expectations. Feedback will be provided to committee to review and proactively address.
Person Responsible	Christina Rather
Monitoring Measures	Survey feedback Changes made based on input
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Student panel will be conducted for input on current campus concerns, miscommunications, or need for clarity.
Person Responsible	Admin
Monitoring Measures	Number of students participating in panel Date of panel discussion
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Activity 5**

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 2**

**Need :** While scores are overall proficient there is a lack of students who score Masters on STAAR when compared to schools with similar economically disadvantaged students.

**Goal :** Briscoe will increase the number of students scoring Masters on STAAR by 20 students in each tested area.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	September 2017 - May 2018
November Progress Check	<p>Leadership team was attended Solution Tree Common Assessment conference on October 18th &amp; 19th. Leadership team turned around and trained their individual departments on goals &amp; expectations for creating and implementing their common assessment. Focus on TEKS and higher level questioning.</p> <p>November 6th - Late start PLC planning for common assessment planning and scheduling day of assessment.</p>
March Progress Check	<p>December 18th - Data Review CAR</p> <p>Briscoe Leadership team met to discuss results of first semester common assessment review.</p> <p>January 8th - PLC Early Release in order to have additional time for authentic planning, collaboration and reflection on common assessment. Admin, extra staff and coaches supervised students in activities such as guest speakers, goal setting and team building. Scheduling for PLCs extra time was important to provide a consistent, sufficient time for participants to meet that contributed to a culture of authentic collaboration without impinging on existing efforts or responsibilities. Although our PLCs have common planning time we believe that our commitment to carve out more time allows authentic collaboration about what the teachers themselves feel they need to know to improve student learning.</p> <p>We have seen an increase on teacher reflection and adjustments to lesson planning and assessment based on the common assessment focus for the year. Teachers are talking more about TEKS and master of learning more than activity and materials.</p> <p>CDB scores have increased. 25%-30% students are passing common assessments and CDB's above 85-100. 22% are passing 75-84%.</p>
June Progress Check	<p>Algebra EOC STAAR Masters level increased from 112 students 66% 2017 to 133 students 80% 2018 (14 points)</p> <p>8th grade Math 2017-8% increased to 2018-28% (20 points = 100 additional students met mastery)</p> <p>8th grade Reading 2017-31% increased to 2018-36% (5 points = 32 additional students met mastery)</p> <p>No scores for 6th or 7th as of June 11, 2018.</p>

Activity 1

Activity	Teachers will attend the NISD Pre-AP required training for vertical implementation by August 2017. Implementation of Pre-AP strategies will be included in lesson plan and grade level discussion. Common Assessment will be the focus for all staff development and grade level meetings.
Person Responsible	Dora McKenzie
Monitoring Measures	Completion of NISD Pre-AP training Monitoring and disucssion of Pre-AP evident in lesson plan and grade level planning agendas Common Assessment training and focus at each grade level meeting
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
---	--

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	



Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Activity 5**

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 3**

Need : Briscoe student attendance dropped 2% this year, ranking our campus 4th in the district.

Goal : Increase attendance by 1% for the 2017-2018 school year.

**Goal Details**

Student Groups Impacted	All Students
-------------------------	--------------

Funding Needed	
Timeline for Implementation	August 2017- June 2018
November Progress Check	<p>Attendance  97.36% Females  96.66 Males  97.00 Total</p> <p>78 Students have been issued an attendance warning for 3 or more absences first semester.</p>
March Progress Check	<p>Attendance  06 96.63%  07 96.80%  08 96.59%</p> <p>107 Students have been issued an attendance warning for 3 or more absences as of March 30, 2018</p> <p>Audit on March 28, 2018 Total 96.65 % (flu season has impacted number of absences this year)</p> <p>Attendance task force has helped call parents during their conference period for students with multiple absences.</p>
June Progress Check	<p>Attendance  06 96.55%  07 96.45%  08 96.43%</p> <p>2018 Total 96.46% Briscoe 84.14% District  2017 Total was 98% we decreased by 2%</p> <p>153 Students have been issued an attendance warning for 3 or more absences as of June 7, 2018</p> <p>Parent/student/admin meeting regarding attendance impacted second semester.</p>

#### Activity 1

Activity	Administrator Monday meeting will monitor student and teacher attendance on a weekly basis.
Person Responsible	
Monitoring Measures	<p>Number of warnings issued  Attendance committee agendas, number of students with 3 or more absences</p>
Title 1 Fund	

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

### Activity 2

Activity	Attendance committee will meet to discuss interventions to support student attendance. Students/parents will be contacted at third absence.
Person Responsible	
Monitoring Measures	Committee meeting dates (quarterly) Attendance meeting plan for intervention
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

### Activity 3

Activity	
Person Responsible	
Monitoring Measures	

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 5

Activity	
Person Responsible	

Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 4**

**Need :** Special education and ELL students are not showing growth on STAAR met approaches as a group.

**Goal :** System Safeguards: To decrease the gap from All students to Sub-pops by 20% to address Special Education and ELL's in reading. Special education and ELL sub-pop will demonstrate growth in STAAR progress measure by June 2018 to address Special Education in reading, math, science and social studies.  
100% of Briscoe's EL and Special Ed students will get an additional two questions correct on STAAR Reading 2017-2018.

**Goal Details**

Student Groups Impacted	Special Education, ELL
Funding Needed	
Timeline for Implementation	August 2017- June 2018

November Progress Check	<p>70 student schedule changes for SCE reading  33 out of 70 students have shown growth in Lexile scores September to November  55 student schedule changes for SCE math  31 out of 55 students have shown growth in quantiles September to November</p> <p>35 student interventions for math tutoring during the day</p> <p>25 out of 40 EL students have been assigned interventions.  5 out of 12 EL students have shown growth on Achieve 3000</p> <p>58 out of 116 special ed students have been assigned interventions.  12 out of 22 Spec ed students have shown growth on Achieve 3000</p> <p>8th Grade Reading CDB#1  Student Subgroup BRISCOE NISD  Overall 72% 67%  LEP 32% 46%  Special Education 49% 46%</p> <p>7th Grade Reading CDB#1  Student Subgroup BRISCOE NISD  Overall 73% 66%  Special Education 49% 46%  LEP 52% 49%</p> <p>6th Grade Reading CDB#1  Overall 71% 64%  Special Education 44% 45%  LEP 46% 49%</p> <p>8th American Revolution Test  Overall 80% 80%  LEP 51% 51%  Special Education 64% 64%</p> <p>8th grade Science Chemical Formulas &amp; Reactions  Overall 78% 78%  LEP 52% 52%  Special Education 61% 61%</p>
-------------------------	---

<p>March Progress Check</p>	<p>January 24, 2018 SS Blitz for ELL, Sp ed. and bubble students  March 29 ELAR Blitz for ELL, SP ed. and bubble students  April 7th ELAR Writing Blitz for ELL, Sp. Ed. and bubble students</p> <p>68 student interventions for math tutoring during the day</p> <p>32 out of 37 EL students have been assigned interventions.  7 out of 12 EL students have shown growth on Achieve 3000</p> <p>63 out of 116 special ed students have been assigned interventions.  13 out of 22 Spec ed students have shown growth on Achieve 3000</p> <p>8th Grade Reading CDB#2  Student Subgroup BRISCOE NISD  Overall 78% 70%  LEP 46% 49%  Special Education 56% 47%</p> <p>7th Grade Reading CDB#2  Student Subgroup BRISCOE NISD  Overall 70% 65%  Special Education 46% 44%  LEP 54% 48%</p> <p>6th Grade Reading CDB#2  Overall 73% 67%  Special Education 46% 47%  LEP 46% 47%</p> <p>7th grade Revising and Editing  Overall 77%  LEP 56%  Special Education 44%</p> <table border="0" data-bbox="445 1153 1323 1281"> <tr> <td data-bbox="445 1153 808 1182">8th Gr Math CDB2 Briscoe NISD</td> <td data-bbox="934 1153 1291 1182">8th Gr Science CDBBriscoe NISD</td> </tr> <tr> <td data-bbox="445 1185 808 1214">Overall 51% 50%</td> <td data-bbox="892 1185 1291 1214">Overall 63% 60%</td> </tr> <tr> <td data-bbox="445 1218 808 1247">LEP 31% 41%</td> <td data-bbox="892 1218 1291 1247">LEP 50% 41%</td> </tr> <tr> <td data-bbox="445 1250 808 1279">Special Education 33% 37%</td> <td data-bbox="934 1250 1323 1279">Special Education 41% 45%</td> </tr> </table>	8th Gr Math CDB2 Briscoe NISD	8th Gr Science CDBBriscoe NISD	Overall 51% 50%	Overall 63% 60%	LEP 31% 41%	LEP 50% 41%	Special Education 33% 37%	Special Education 41% 45%
8th Gr Math CDB2 Briscoe NISD	8th Gr Science CDBBriscoe NISD								
Overall 51% 50%	Overall 63% 60%								
LEP 31% 41%	LEP 50% 41%								
Special Education 33% 37%	Special Education 41% 45%								

June Progress Check	<p>19 out of 20 8th grade TELPAS ELL students increased their STAAR score by two or more questions.</p> <p>ELL 8th grade Math 83% 8th grade Reading 64%</p> <p>Special Ed 8th grade Math 83% 8th grade Reading 54%</p>
---------------------	--

Activity 1

Activity	Targeted interventions implemented with fidelity to support student achievement and accountability of learning in core classes.
Person Responsible	Admin and Briscoe Leadership Team
Monitoring Measures	<p>Student data tracker monitored</p> <p>Specific and assigned targeted interventions</p> <p>Pink Tab Party</p> <p>SE and ELL Monthly Monitoring</p> <p>CDB scores</p> <p>Common assessment data (specifically sub pop growth)</p>
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	
Person Responsible	



Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

Activity	
----------	--

Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal : Coordinate school health activities and their evaluation, as well as methods to ensure that students participate in the required physical activity recommended by the School Health Advisory Council.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	September 2017
November Progress Check	November 6th - PE Professional Learning Community met to plan and schedule Field Health Day. May 25, 2017
March Progress Check	Students participated in Pacer Tests Run Day Monday
June Progress Check	Field Day completed successfully for all students 6-8 May 25, 2018

Activity 1

Activity	Provide faculty and staff with support to promote healthy lifestyles. Coordinate a day in the first and second semester with United Health Care to be on campus to provide health screenings per recommendation of provider. Teachers will set up appointment to complete a Biometric Screening. Encourage competition to complete three missions to earn \$50 by December 31, 2017.
Person Responsible	Campus Wellness Representative
Monitoring Measures	Number teachers participating in wellness program.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 2

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
---	--

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	